

ERIC Document Resume		See Instruction Sheet		DATE OF RESUME		DATE RECEIVED	
A. PUBLICATION DATA							
1. ERIC NUMBER ED001021		2. ORIGINATOR CONTROL NO(S). N.A.		3. IDENTIFICATION NO. N.A.		DO NOT WRITE IN SPACE BELOW	
4. AUTHOR(S): School-Community Relations Office, Philadelphia Public Schools						MICROFILM COPY AVAILABLE YES ☐ NO ☐	
5. TITLE OF DOCUMENT ABSTRACTED: Ford Projections: The Ford Foundation Project Schools Newsletter						COPYRIGHT GRANTED YES ☐ NO ☒	
6. PUBLICATION TITLE: N.A.						COPYRIGHT RELEASE FILED YES ☐ NO ☐	
7. EDITOR(S): N.A.				8. PLACE OF ORIGIN School-Community Relations Office Philadelphia Public Schools CITY STATE Philadelphia, Pennsylvania		TYPE OF REPORT PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☐ FOLLOW-UP ☐	
9. PUBLISHER OR SOURCE School Community Relations Office Philadelphia Public Schools						OTHER ERIC REFERENCES:	
10. VOL. 2	11. PAGES N.	12. MO./YR. May 62	13. TOTAL PP. 32	TELE. EXT. INST/LOC CODE		ERIC SATELLITE CODE	
B. INDEXING DATA							
14. SUBJECT AREA				15. TYPE OF ENDEAVOR newsletter			
16. INDEXING TERMS (6-12)				Great Cities Philadelphia			
Ford projects		Community cooperation		Elementary education			
Cultural enrichment		Parent attitudes		Culturally disadvantaged			
School improvement		Parent education		Teacher education			
17. ABSTRACT (MAX. 250 WORDS)							
Included are school-community newsletters published in May, 1962, by the eight schools participating in the Ford Foundation Great Cities Improvement Program in Philadelphia. Some overall views of accomplishments during the second year of the project are expressed by the personnel members directly involved.							
ERIC No.							
18. SOURCE OF ABSTRACT							
C. FUNDING DATA							
19. SUPPORTING ORGANIZATION				20. DIVISION OR DEPT.		21. CONTRACT NO.	
				22. TOTAL COST OF PROJECT		PROJECT NO.	
				23. DURATION OR PROJECT		U.S. Department of Health, Education, and Welfare Office of Education	

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FORD PROJECTIONS

The Ford Foundation Project Schools *Newsletter*

INFORMATION RETRIEVAL CENTER ON THE DISADVANTAGED
Ferkau Graduate School of Education, Yeshiva University



ED00/021

SCHOOL-COMMUNITY RELATIONS OFFICE
PHILADELPHIA PUBLIC SCHOOLS



May 1962

Vol. 2, No. 1

As we near the conclusion of our second year in the Great Cities School Improvement Program experiment and as we look forward to the third, "let us here highly resolve:"

To refuel the fire of enthusiasm sparked during the first year.
To find, to use, to improve our individual skills and talents so that we and the children together may grow in wisdom and knowledge and understanding.

To search diligently for ways of working together so that each strengthens the group and the group strengthens each.

It is in this spirit that we have worked. It is in this spirit that we shall continue to work. It is so that more and more of the children in our charge will find each his own worth and dignity, his own security in a troubled world.

ALEDA E. DRUDING
Superintendent
District Five

The scope of the Great Cities School Improvement Program has been widened in the Philadelphia Public Schools by the addition of four elementary schools making a total of eight schools for the 1961-1962 school year. The emphasis on raising levels of achievement, intensive in-service education of teachers, and enrichment activities for pupils is continuing.

Many visitors from other school systems and from State and Federal agencies have visited the schools this year and have been impressed by the quality of work that is being done by

the teachers and pupils. In some instances the visitors have told us that they plan to use the ideas they have seen in action in Philadelphia.

It is to the credit of the Philadelphia Public Schools to be in the vanguard of this new dimension in educational emphasis that is attempting to raise the educational and cultural sights of children who come from disadvantaged backgrounds and environments.

DAVID A. HOROWITZ
Associate Superintendent

All of us involved in the Great Cities School Improvement Program in Philadelphia are becoming increasingly encouraged with positive evidence of some success in the achievement of our objectives. Principals and teachers have reported progress, quite marked in some instances, of gains in the skill subjects. Our in-service program for teachers has been extended and refined in a number of directions. Many more parents are involved and are assuming greater responsibilities in the home and school relationships. Various community agencies are joining in our campaign to help children acquire a taste for and a positive attitude toward school work. Details describing our efforts will be included in an evaluation report which is to be ready in the fall of 1962.

We are encouraged by these gains and are determined not only to continue our program, but to intensify our efforts.

LOUIS R. BALLEEN
Director
Great Cities School
Improvement Program

STRIDING THE HIGH ROAD-DUNBAR



HIGH ROADS PROJECT

The second year of the High Roads Project finds the Dunbar School building upon the program which was initiated last year.

Encouraging progress has been made in the following areas:

- raising academic achievement.
- securing parental participation.
- providing cultural enrichment.

In this article the raising of achievement in the language arts will be discussed. In subsequent articles parental involvement and cultural enrichment will be considered. During this project great stress has been placed upon eliminating the problems which prevent experience limited children from making satisfactory progress in the communication skills. This emphasis has included additional books, trips, concrete materials, careful grouping, and in-service training of teachers. The results, to date, are promising.

In a variety of after-school activities the children gain proficiency in the language arts. The story-telling hour helps to build readiness, promotes appreciation of good literature, and fosters a desire to read. Six reading classes give an additional hour of instruction for children in grades three and four who are in need of help. The music and art appreciation groups make their contributions by providing opportunities for discussion. The impact of these groups is felt in the regular classroom when

the children report their experiences to their classmates. The Saturday trips, in addition to giving the children many first-hand experiences, provide a similar opportunity for discussion. The trip preparation and follow-up groups which meet after school provide motivation for functional and creative writing.

A study of standardized reading test scores, informal reading inventories, and teachers' marks indicates a forward movement. It is hoped that this progress will be accelerated as we continue our High Roads Project.

It is not unusual at the Dunbar School to hear a conversation about drawings left on the walls of their caves by the early cave dwellers, or to find an after-school class discussing Beethoven's style, or even to have a child volunteer an explanation of the classical Prometheus myth when a reference is made to it in an auditorium situation. The enrichment program so diligently begun last year, but with limited materials and with some teachers still timid about tackling new assignments, has really begun to catch on. Children are being exposed to broader fields of literature, music, and art. Both teachers and children are finding the experiences gratifying.

Additional books in every classroom, provided through Ford Foundation funds, and the location of Bookmobiles on each floor, stocked with books purchased with the profits from last year's Book Fair, have reinforced the literature program in no small degree. Children are reading more extensively than ever before. That a group of fifth and sixth graders can participate in a discussion of the alliterative element in Kipling's "Elephant's Child," his unusual use of words, his rhythmic and musical effects and his charming descriptions, is indicative that progress is being made.

The enthusiasm of a music student

from Temple University, who volunteered to conduct classes in music appreciation after school, is doing much to enhance the school's total music program. This student declares that his aim is to have the class so saturated with music that the children will be able to identify most of the well-known composers and their periods merely by listening to various compositions.

The art program has been greatly expanded. Last year a permanent exhibit was displayed in the corridors and reproductions were circulated from room to room. This year, added to the permanent one, there is a fresh exhibit each month. Local artists have been most generous about lending their paintings, and most of them have come or are coming to talk to the student body.

Artists whose works have appeared are: Mr. Jack Bookbinder, Mr. Harry Bonelli, Mrs. Reba Hill, Mr. Howard Smith, and Mr. John Harris. Those whose works we expect later are: Mr. Paul Keene, Mr. Henry Jones, and a group of African exhibitors.

Children, even the very young, now stop to see what new art object has arrived.

In the after-school art appreciation class, under the guidance of a Dunbar teacher who has done a tremendous amount of research in art, children are receiving excellent background to aid them in understanding what they see. They are learning the very beginnings of art expression as well as the classical and modern.

When progress in the skill subjects is mentioned, there are tests to measure it. There are no tests to determine growth in the appreciation areas. There is evidence, however, that the children are reading, observing and listening more intelligently than before, and we are hoping that through these in-school experiences, we have kindled a spark that will enable a few to find a better way to use a segment of their out-of-school time.



AFTER-SCHOOL VENTURES INTO HOMEMAKING CLASSES

Despite their eagerness to seek many and varied cultural outlets for the children of the Dunbar School, the principal and teachers are not unmindful of practical concerns. Two after-school classes operate to teach the skills needed for every day living. In both groups the children are taught lessons which they can apply immediately. They are taught how to replace lost buttons, how to sew a ripped seam, and how to repair a hem which has come loose.

One class, under the guidance of Mrs. Best, a parent, deals merely with the practical aspects of sewing; the other, conducted by Mrs. Pitts, an interested housewife and former teacher, has been extended to an elementary course in homemaking. In addition to doctoring seams, buttons, and rips, Mrs. Pitts is teaching the older girls how to alter clothing, so that "hand-me-downs" will fit the wearer. Lessons in improving personal appearance include how to spot clothing with warm soap suds and how to press. She stresses the profitable use of any available materials. The children have made pot holders and little gifts from scraps.

All of the youngsters are intrigued by the classes in practical cooking held every Friday afternoon. Mrs. Pitts states that her aim is to help the children do better the things which they are compelled to do for themselves. Already they have learned to prepare hot cocoa and tasty sandwiches. This is resulting in more at-

tractive and nutritious lunches. These children are learning how to set a table correctly and to prepare, serve, and eat a simple meal.

On one occasion the children actually prepared a light luncheon and invited their parents and teachers to partake of it. This was a grand accomplishment in which they took great pride. One child made a cake at home and brought it in.

Mrs. Pitts says that she was amazed to find that boys were attracted to the class; she had planned for girls only and could not accommodate all of them. From a beginning with six children, the average attendance has grown to fourteen or fifteen each day. Here is a class where children beg to be admitted.

A TEACHER REPORTS

After more than ten years of teaching in the heterogeneous classroom so typical of our elementary schools, I have at last seen one of my dreams become a reality. I am now in the process of adjusting to a class of fifteen first grade children who have been tested and appear to be slow learners or very immature.

A wonderful opportunity is being offered to these children. Since the children are so immature, a longer period of readiness is necessary to prepare them to read and to grasp number concepts. The relatively small number of children in the classroom has reduced their inhibitions. More time is given to individual instruction. No child has the feeling of being left out of the activities. Fourteen of these boys and girls were in my class during the first five months of this school year along with eleven other children who have now been placed in a class where they may move along at a faster pace. Pacing is important. Pacing is my attempt to determine the rate at which each child can learn most profitably and comfortably for him. No phase of the

daily program has been eliminated. On the contrary, there is time for more of everything because of the size of the group.

As a result of the Great Cities School Improvement Program, I am better able to give this "more," including more play equipment, more instructional materials, extensive use of the added personnel. It is thus hoped that we will be able to start this group, too, on the "High Road."

A REPORT FROM THE SCHOOL NURSE

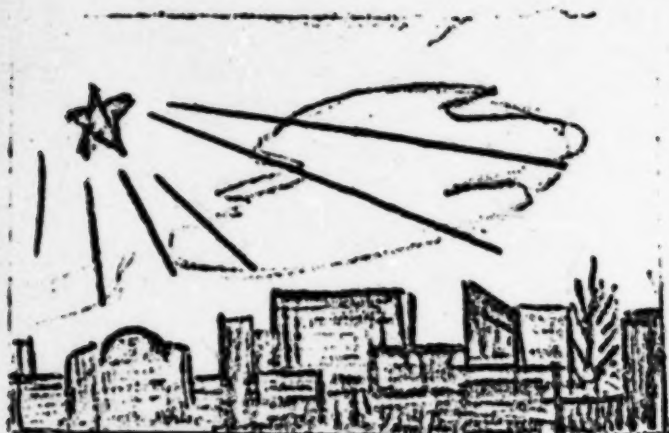
When I organized the Parents' Health Committee, it was with the idea of trying to help the parents learn how to help themselves. This is being accomplished through many health education programs and projects. The program has been so successful that those parents who are active have taken the initiative and are setting up programs to help educate those in the community who have not yet been persuaded to participate.

Parents had reported that surplus foods were being discarded in the trash - unused. (About 85% of our families receive these foods.) They were convinced that one of the reasons for discarding these foods was the lack of knowledge in ways of preparing them.

The initiative of the parents paved the way for a series of food demonstrations held at the school by Mrs. Lois Davis, a Board of Education Home Consultant. Mrs. Davis has shown them how to prepare delicious menus using surplus foods. The community has responded enthusiastically and has benefited by their own admission.



HITCHED TO A STAR - FERGUSON



STAR GAZING

Our ever-expanding scientific explorations into space are bringing us closer and closer to the galactic stars. At Ferguson, too, we are continually widening our horizons in our effort to reach our own special Star.

Early Probes....

A little more than one year ago, in February 1961, we sent up a trial balloon. At that time we introduced our reading cycles. Of course, they did not prove to be the panacea for all of our problems. However, they did tend to lessen frustrations and, because they offered greater opportunity for successful achievement, they did help to bring about a revitalized interest in learning. One of the most important benefits which they afforded us was an invitation to participate in the Great Cities School Improvement Program.

The Count Down....

The team which worked during the summer to plan and develop our program was a small one. But its members maintained close contact with many other members of the staff. As the plan took form and matured, interest mounted and grew more intense.

The Blast-Off....

By September 1961, when we were ready to launch our program, the teachers' enthusiasm was running high. About twenty of them came to school a week before the actual open-

date to arrange eye-catching, interest-provoking bulletin board displays. Others reported early to prepare their own classrooms and programs. The teachers' fervor soon carried over to the pupils and, through them, to the parents and community at large.

We decided to use the "easy stages" approach to the implementation of our plan. Our reading cycles, we agreed, had to continue as the backbone of our instructional program. We also agreed that some form of enrichment was necessary to meet the needs of those pupils who were not sufficiently challenged by the regular program. To supplement our in-school program, we added several after-school activities. From this small but significant beginning there gradually evolved the full-scale program now in operation at Ferguson.

In Orbit....

We have attempted to include in our program a diversity of activities which may bring about the realization of the aims of the Great Cities School Improvement Program.

Improved Scholastic Achievement....

Our reading cycles are now operative in grades four, five, and six. The inclusion of the reading adjustment and language laboratory teacher makes possible fourteen reading groups in each of these grades, ranging from primer to above-grade levels. In the fourth grade one class has been made up entirely of pupils whose work is superior to that of their peers. This class is completely self-contained and does not participate in the fourth grade reading cycle. The teacher of this class has set up an expanded program to provide supplementary learning and enrichment opportunities.

At the request of the third grade teachers, the pupils of this grade have been organized homogeneously. The basis for this grouping is the pu-

pils' reading levels. With the exception of the top group whose range of achievement is from Reading Levels 2-2 to 6, no class includes pupils of more than two reading levels. We believe that this narrowed range will enable most of the third grade pupils to advance more markedly. We will retest them near the end of the term to verify this assumption.

Our first and second grades are part-time classes. Although the Continuous Progress Primary Unit provides limited homogeneity, complete reading ability grouping must wait until such time as all of these classes attend on a full-time basis. The teaching of reading in these grades is largely of the modified team type.

One of the most productive aspects of our language arts program is the series of in-service courses presented by the consultants, Miss Ida Kravitz and Miss Rita Ciotti. As a result of these courses, the teachers have gained extensive help in the teaching of all phases of the language arts. This has led to enthusiastic experimenting and rededication.

A concomitant of these courses has been the literature enrichment program for the pupils which take place at the same time. All pupils have shown increased interest in good stories. They are using the literature books and supplementary reading materials, which have been made available to us by the Ford Foundation, and many of them are using the books from neighborhood libraries.

To date, we have not directed to the other areas of the curriculum the same concerted attention that language arts has received. However, faculty committees are studying, discussing, and planning similar programs for arithmetic, science, and social studies. We hope that out of the work of the committees there will develop in-service courses, instructional bulletins, and other aids valuable in the teaching of these subjects.

Cultural Enrichment Opportunities...

Activities designed to help broaden the pupils' cultural interests are of two kinds: those which take place during the school day and are part of the regular curriculum, and those which are carried out during an extension of the regular school day.

In the former group we have included trips, art exhibits, literature programs, story telling and dramatizing, musical concerts, and speakers and other special assembly programs.

Our after-school activities include: homework centers in and outside of Ferguson, organ instruction classes, a dramatic club, an autoharp and resonator bell orchestra, glee clubs, a story hour club, and a school paper. These activities have carried over into our regular school program and have served as an incentive for many children to participate in them more extensively on their own time.

Attitudes and Aspirations....

Nothing else seems to create a desire to succeed like the taste of success. The attainable standards with which we started our program helped to produce in most of our pupils a number of desirable attitudes or desirable modifications in existing attitudes. This has been most noticeable in the pupils' attitudes toward themselves. Their appearance has improved greatly; their pride in themselves, their belongings, and their achievements has grown considerably.

There has been a parallel improvement in the pupils' attitudes toward school, school rules, their peers, their teachers and teacher authority, and private and public property. Although much still needs to be done in some of these areas, we have been heartened by the growth that our children have made generally and by their desire for continued improvement.

School-Community Relations....

Ferguson School has generally en-

joyed friendly relationships with the parents and community-at-large. Since we have set up our program and made clear its objectives to the parents, this relationship has had less of the passive characteristic by which it was formerly marked. The parents, now, are not only willing to take more active interest in the programs of their children, but have engaged in several activities especially for parents. Among them are: a mothers' chorus, food demonstrations, trips, and (now in the process of organization) a parents' discussion group and a community council.

In Conclusion....

We are pleased with the beginning that we have made with our Star Program. But we feel no smugness; we realize that much is yet to be done. With the help of all persons involved and a continuation of the spirit now prevailing, we are certain of ultimate success for our Star Program.

A FERGUSON DEMONSTRATION

Loud noises at the Ferguson School were echoed at the Bellevue-Stratford Hotel many blocks distant. The initial noise was the result of a machine that is being used in the construction of additional classrooms at the school.

The construction had caused some concern about the safety of the pupils entering and leaving that part of the building that is within the construction area. This concern was given special attention by the members of the Ferguson Student Council.

Mrs. Alice Spotwood, Elementary School Consulting Teacher for the schools in the project, invited the student council to discuss their problem before hundreds of parents and teachers at the Fourteenth Annual Conference of the Philadelphia Home and School Council. The meeting took

place on March 1 and was held at the Bellevue-Stratford Hotel.

Mrs. Spotwood selected the Ferguson Student Council to demonstrate to parents how pupils are given opportunities to apply the democratic process in solving problems that concern them. The problem of pupil safety during the construction period was chosen by the group to be discussed because it was meaningful and aroused great interest among all of the pupils.

"I wish I could do that again," said one pupil at the conclusion of the performance.

"It was fun," stated another.

It was fun - but more than that, it was enriching. It was broadening. It made the pupils aware of many activities that exist beyond their limited environment. It created for them a great noise - a noise that these pupils will hear for a long, long time.



ENRICHMENT GROUP IN ACTION

Parents and friends of the Ferguson Home and School Association observed the enrichment group in action on March 15 on the auditorium stage. Nineteen boys and girls, representing grades four, five, and six discussed fairy tales from many lands. A stimulating discussion resulted as the children reacted to and appraised the ideas and moods presented in the various tales of fantasy and imagination. The parents were given an opportunity to ask questions about the presentation under the leadership of Miss Rita Ciotti, Language Arts Consultant.

AN ORGAN COMES TO FERGUSON

In October, 1961, Ferguson School received an organ. It was made available to the school because we were in the Ford Foundation Project. It has become a very popular instrument with children and teachers alike.

There is a new method for learning to play and enjoy the organ. It is specifically designed for the beginner with no previous experience. With the help of "Professor Pointer" the beginner is introduced to the "Pointer System" of playing the organ. We have children who, with no previous instrumental training, are really beginning to play.

We began our organ class in October with twenty-five fifth and sixth grade children. The prerequisites were good attendance, average reading ability, good behavior, and an ability to get along with others. Since then, to meet the demands for instruction, we have added another class and thirty more pupils.

There is one instruction period and one supervised practice period each week. This is made possible by the Ford Foundation. Other practice periods are set up at recess and at 1 p.m. The "buddy" system is used during the practice sessions to afford each child an opportunity to share his experiences with another. And so, to the many other enjoyable experiences at Ferguson School, we have now added a group of interested, eager organists.



GOOD GROOMING

"Wearing the badge of a gentleman" is being greatly emphasized at the Ferguson School as part of a program designed to help boys and girls develop greater respect for self. Individual classes and several organized pupil groups devised techniques and instituted projects to enhance the program. The tie, "the badge of a gentleman," is a main target of focus.

The Ferguson Student Council made its initial effort to start the program through a dramatic presentation at a home and school association evening meeting. The play, entitled "Good Grooming," attempted to show how proper dress lends itself to the dignity of the pupil and shows his respect for the school which he attends. It also sought to encourage parents to assume a greater responsibility in improving the appearance of pupils. The success of the play is measured by the increasing number of boys who have become "tie conscious," and by the growing interest that a large number of pupils are taking in their manner of dress. Many parents expressed their desire and willingness to do their part.

The student council has had the privilege of sharing the play with another school in the project. Other schools have indicated their desire to have the play performed for their pupils.

HEALTHIER, HAPPIER CHILDREN

In previous years, when we instituted a good grooming program, we used a prepared check list which contained seven items: face, neck and ears clean; hands and finger nails clean; hair combed; teeth brushed; clothes neat and straight; clothes buttoned and fastened; shoes laced and tied. After discussion of these seven items, the children were checked daily for a one-month period and received gold stars for a perfect score on the seven points checked.

We noticed that during the one-month period of daily inspections, the appearance of the children improved, but after the concentrated program, the children gradually slipped back into a slipshod pattern of grooming.

Because of the return to former habits, we felt that a new type of good grooming program was needed. At a meeting of the Star Program team this problem was discussed. It was decided that if we could teach the children how their bodies function and the reasons for caring for themselves in a particular manner, the result we were seeking, an improvement in grooming habits, would come more naturally.

We started our program with fifth and sixth grade pupils. Once a week the girls meet in the auditorium with the physical education instructor and the nurse. The following week the boys meet. The pupils who remain in the classrooms with their own teachers discuss the lesson that they had the previous week. They review and enlarge on the points that have been taught.

At first, we tried to show the children the importance of good grooming. With the aid of films, discussions, and question and answer periods, we pointed out that good grooming is not only a way of improving appearance and creating a favorable

impression, but also an indication of growth and of awareness of good health practices that help in fostering maximum health.

To be well groomed, the children learn that they have to understand not only the methods, but also the reasons for care of the skin, hair, and nails. They need to learn the importance of posture for appearance and general health.

We are planning future programs on dental care and on choice and care of clothing. We have invited the dentist who is in our school at the present time to speak about the formation of teeth and on the proper care of teeth. We have also asked our home economics teacher to help in the planning of the lesson on clothing.

The last phase of our program will be devoted to a discussion of foods and how certain foods affect certain organs of the body. We will show how vitamins, minerals, and other nutrients that we obtain from our foods aid in improving posture, appearance, skin texture, and nail and hair condition.

In the manner described above, we hope to kindle an interest and a desire to improve the common daily health practices which, in turn, will result in healthier, cleaner, happier, better groomed children.



CLIMBING THE HEIGHTS-HARRISON



HARRISON HEIGHTS PROGRAM

The Harrison Heights Program is moving forward toward its objectives. The program can be characterized by one word - activity. Our activities are not for the sake of activity itself, but they are planned, purposeful, and meaningful experiences aimed at moving our school toward the objectives we seek. Every facet of our school program has been carefully studied and appropriate experiences have been developed to improve the program. These activities cover the instructional areas as well as the enrichment program.

In addition to the Great Cities School Improvement Team, our entire faculty is divided into committees. Each committee is responsible for certain aspects of the school program, and these committees bear the major responsibilities in planning activities for their particular areas of interest. The committee activity gives us total faculty participation as well as utilization of the many and varied talents of our staff.

Of the many activities in which we are engaged, two have flourished in our second year in the project - the club program and the job training program. Our club program was designed to give our boys and girls an opportunity to discover, explore, and develop talents and abilities. The scope of the club offerings covers such areas as music, sewing, science,

Spanish, dramatics, arts and crafts, literature, and modern and interpretive dancing. The enthusiasm that the pupils have toward their clubs is very heartening to see. From the teacher's view point, it is even more heartening to see the skills and talents being discovered and developed.

The Harrison Heights Program has a unique feature in that our school organization contains secondary age retarded educable students. They are an integral part of our school and the Harrison Heights Program. For most of our "Senior School" students this is a terminal school. Our staff was anxious to provide our students with some activities in the way of job training. With our limited facilities, it is not possible to train them in many saleable skills. However, we felt that there were many things that we could do in school that would enable them to be in a better position to get and maintain a job when they left school. With this in mind, we are working on a program of items that can be taught in school that will enhance their possibilities of securing employment. Such items as appearance, punctuality, dependability and integrity are stressed. The students are also taught how to apply for jobs, where to apply, how to fill out application forms correctly, and how to compute wages and deductions from wages.

Mock interviews are held to get the students to overcome shyness and to be able to tell a prospective employer about their capabilities and what they would like in the way of employment. Through the Ford Foundation we were allotted an additional counselor to take care of our senior students. This has helped in many ways. The services of the counselor have been of inestimable value in assisting our boys and girls to learn saleable skills. We have placed many senior students in training schools

through the Vocational Rehabilitation Bureau. Plans for the future include a survey of our immediate community for places of possible employment. We also hope that some day a person may be hired to explore the wider community of Philadelphia for possible employment for the senior students in our school and those in similar schools.

THE RETARDED EDUCABLES

Our retarded children, about 175 in number, range in age from twelve to eighteen. At Harrison they are affectionately called our "senior students." They have become a definite part of the Harrison Heights Program.

These children were tested and grouped by Miss Ida Kravitz, Language Arts Consultant, and Mrs. Lucille Chapman, Language Laboratory Teacher. Every teacher knows the instructional level of each child whom she teaches. This is a great help because the teacher can better plan her program when she is sure of the reading abilities of her children.

Our literature program has contributed much to these children. The films have brought to life people, places, and concepts which heretofore have been so obscure that they had no meaning to them. These children are communicating intelligently about the things they see and hear. They write stories and draw pictures which tell us that they have understood the message of the films.

Some of the retarded educable children have learned to play the organ. This will mean very much to these students if, and when, they master this art.

Each month a great musician and a famous artist are presented by a faculty member in the assembly. These retarded young people really appreciate these assemblies. They have learned to understand what the musician

is saying. If the music is sad or gay, they know. They can often tell which instrument the musician is using to tell his story. They appreciate these assemblies because the experience which prompted the music or picture is told to them. They can hear it in the music and see it in the painting. Through these assemblies many an outlook has been brightened.

They will never understand completely Wagner, Rembrandt or Picasso, but they can sense the very special beauty connected with each. One child wanted to know why Rembrandt painted so many old people. They cannot understand what they feel or explain it, but they can feel it.

The retarded educables always contributed to the assemblies, but there is a certain pride developing now within them because they, too, work in clubs, such as singing and dancing.

When they present a program now, they know it is worthwhile. They know that with practice they can be as pleasing to hear and see as anyone.

They take many trips. They see many things. This has improved their appearance and social acceptance.

One important thing these children have gained from the program is social acceptance and recognition. To be a part of the program, to make contributions to it that are acceptable has helped to restore the self-respect that somewhere along the way they lost. If a person has no self-respect, he cannot be expected to respect others. If he cannot respect others, he cannot become a worthwhile citizen.



AN ARTIST COMES TO HARRISON

In our attempt to expose our students to the finest cultural programs possible, an assembly program was set up centered around the internationally known artist, Mr. Humber Howard. He visited the school and spoke to enraptured audiences. This was done in keeping with Harrison's program of presenting to the children leading artists and musicians of past and contemporary years. As a result of carefully planned material that is presented through audiovisual media, our children speak knowingly, with interest, and with eager desire for further knowledge regarding the great artists presented to date.

It is wonderful to hear the youngsters tell eagerly of listening to Bernstein conduct the youth concerts on television or of seeing a Picasso painting in one of their Saturday visits to the Museum of Art.

AN ORGAN COMES TO HARRISON

Almost any day upon entering the doors of Harrison, one may expect to hear strains of familiar music being played on our organ by our pupils who are learning to play this magnificent instrument. They indicate a new and different quest for knowledge - the knowledge of music, its mysteries, its beauty, and its vast reservoir of new adventures.

The overflow of students taking lessons created a need for four instructors. They range from grades four and even include the special class. The children's pride in achieving success with this wonderful instrument shows in the light of their eyes and their bright smiles. For many, it is a first opportunity to achieve some degree of success in an area outside of academic achievement, and for others, it is one more step in a long list of successes. For all, it proclaims a wonderful cultural achievement.

THE LANGUAGE ARTS LABORATORY

The Harrison Heights Language Arts Laboratory has been in full operation for the second year. Two experimental groups meet in the laboratory. One group consists of fifteen non-verbal children from second grade only. The other group consists of fifteen enrichment children from grades four, five, and six.

Another aspect of the Language Arts Laboratory program provides classroom demonstration lessons in listening, speaking, reading, and writing.

Our Wednesday morning literature program in the assembly is not only instructional, but also very enjoyable. Our children have seen many outstanding films. The library books in the laboratory are also bringing many worthwhile experiences to our children. It is very gratifying to have a child stop and discuss a book with a teacher. "Bright April," said one little youngster "lived right here in Philadelphia." Every teacher in the Heights Program reads stories to his or her children. Our "read to" books are well used. "An hour," says the laboratory teacher, "has become too short, and the days fly by too swiftly."

A LOOK AHEAD

With the advent of the second year of the Great Cities School Improvement Program at the Harrison School -

- old ideas were retried
- new programs were created
- interests were stimulated
- new challenges were born
- hope, determination and perseverance in things yet undone have become the bywords for this year and years to come.

From this labor of love a greater awareness of the worth of each child has been established, and there has been a reaffirmation of our desire to tap the reservoirs of undeveloped talents that have been placed in our care.

STRIKING THE TARGET-HUNTER



HUNTER'S TARGET PROGRAM

The Hunter School Target Program was launched for the faculty on the first day of school. It left the launching pad for the children the first week of school and for the parents at a meeting early in October. The Hunter Aides, who were organized during the summer, have worked on several special projects with good results as far as the community and the school are concerned. Many activities have become part of the Target Program, but we are especially proud of the music appreciation program and the homework group.

There was a grand surprise in store for our children when, in connection with Brotherhood Week, boys and girls from another school donated books so that each child in our school could receive a book of his very own to take home and keep. We will use this wonderful gift as a basis for extra-motivation as well as to re-enforce the habits of proper care and handling of books.

The teachers, children, and parents at the Hunter School are all trying to hit special targets, keeping in mind the over-all goals of the Great Cities School Improvement Program.

THE LANGUAGE ARTS LABORATORY

Among the most basic of human needs is that of communication. Many children come to school lacking the experiences and vocabulary to make adequate communication possible. If this language handicap is not remedied, the youngsters often complete a full year of schooling without having really begun to function in the language arts skills. These children have sometimes been called non-verbal pupils.

At Hunter, in order to provide the children with some of the experiences that they need, the non-verbal group went on trips, made an aquarium after going with the teacher to purchase the materials, learned Mother Goose rhymes, made delightful Christmas decorations from pine cones, and illustrated their favorite stories with clay. The results of this last venture were charming. The experience of illustrating in clay was a new and different one. The most reticent child began talking to his neighbor or to the little animal he or she was creating. Children who had rarely spoken chattered gaily to themselves.

The enrichment group visited The Wanamaker Store during the Christmas season and was very much impressed with the fountain display, with the music, and with the wonderful things in the store. They have also gone to the Planetarium, to the ceremony at Independence Hall honoring the states as they entered the Union, to the Civil War exhibit at the Atwater Kent Museum, and to the Navy Yard. The children have been encouraged to use the library and have completed a study of the Greek and Roman myths. In the Language Laboratory we have carried on a wide range literature program for this group and have had much work in functional and creative writing. We have also tried our hands at Haiku, a form of Japanese poetry, with interesting results.

SPECIAL ARITHMETIC PROGRAM

Keeping in mind that one of our targets is improved achievement, we selected arithmetic for our fourth, fifth, and sixth grades as an after-school activity.

Since many of our children from the upper grades see a great need for this extra help, it was easy to find candidates for this group. We are not yet in a position to evaluate the worth of this program in terms of improved achievement, but the children feel that it is helping them.

HOMEWORK GROUP

A group of children from the fourth, fifth, and sixth grades meet after school four days a week to do their homework and develop skills in the use of reference materials. They meet in the school library. These children have been selected by their teachers because it was felt that they would benefit by having a quiet, well lighted, comfortable place in which to do their homework.

In conjunction with the homework program, approximately one-fourth to one-half of the time is used in the teaching and review of the use of reference materials. This is one of the reasons it was decided to use the library.

The group consists of twenty-five children and has remained relatively stable. Seventeen of the twenty-five are original members of the group.

OTHER HAPPENINGS AT HUNTER

Hunter is involved in two projects which were going on before our Target Program got underway but which were evidence of our long-growing concern for the underachieving child.

One of these projects involves boys who are academic underachievers, have brothers within two or three years of their ages and whose parents are willing to try to get help. This

project is under the auspices of the Pediatric Department of Jefferson Hospital. The child's case history is written up briefly by the counseling teacher and the case is assigned to a senior student who interviews child, parents, teacher, counseling teacher and principal. The child is given a complete physical examination, a psychological examination and other personality tests. After the student has worked the case up, a conference is held which is attended by other students, some of the department heads of the Jefferson Medical School, the counseling teacher and principal. The student reports on the complete case and the staff members make recommendations for possible treatment and help in the case. This is all done at the hospital with follow-through and support on the part of the school.

The other project is under the sponsorship of the Lighthouse Boys Club and the Psychology Department of Temple University. Teachers of certain age boys are asked to fill in a questionnaire which indicates behavior patterns in a general way. From these questionnaires aggressive and conforming boys are selected. Both groups of boys are given psychological, achievement and personality tests. The conformers become the control group, while the aggressors are invited to join a special group at the Boys Club. There are other schools involved in this project. It is hoped that after several years of research in a rather broad area, certain conclusions may be arrived at and certain recommendations may be made which would help us in dealing with aggressive and under-achieving boys.

The underachieving youngster, who later becomes the high school drop-out, has become a major problem in the schools of our great urban areas. Here, at Hunter School, we hope that projects such as those described above and the program for helping the child of limited background, in which we are happy to be participating, will help us to find guides to solutions.

THE GLEE CLUB

Glee Clubs are formed for many and varied reasons. Hunter's Glee Club was formed to give our children a greater appreciation of music, and also to give opportunity for development to those who might have latent talent. To make the glee club worthwhile required a good deal of hard work which the children have done willingly and cheerfully.

The club has a waiting list of would-be members, even though it means one hour a week of practice during school hours and one hour a week after school hours. It is fun tempered with hard work. We are striving for good tone quality, better phrasing, greater technical knowledge - but most of all, for the development of responsible, well-rounded individuals who will find their range of appreciation of the arts encompassing greater and greater areas.

The glee club consists of forty members under the supervision of Mrs. Irma Binns and Mrs. Geraldine Kelsey. In October, the glee club was pleased to present a program for the General Meeting of the Home and School Association to explain the Great Cities School Improvement Program. This program consisted of delightful new songs by Zaret and Singer depicting the Space Age. The children came through with flying colors having worked only two weeks in preparation for this program. Christmas brought traditional and contemporary carols to Hunter. Interest in our glee club is high and continues to grow.

We had visitors at Hunter School a few weeks ago. They came on a day when our glee club was performing for the first floor assembly. As a result, the Hunter Glee Club has been invited to sing for the children at the George Washington School. We are happy to share our talents and abilities.

MUSIC APPRECIATION PROGRAM

Our on-going unit, "Let's Discover Music," began with a review of basic facts in music. After listening to many selections, the discussion centered about the various types of music. The children expressed a desire to recognize the different instruments of the orchestra. This knowledge is now being conveyed to the children by means of pictures, "The Young Person's Guide to the Orchestra, Op. 34," by Benjamin Britten, and "The Instruments of the Orchestra" released by Vanguard.

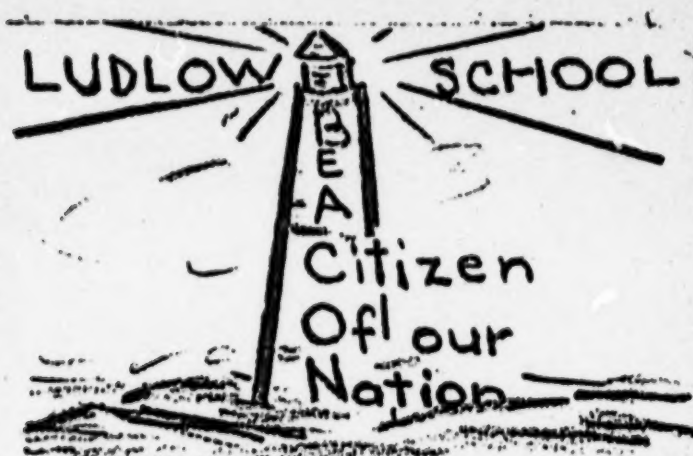
Generally speaking, the program consists of:

- . Listening to a selection several times
- . Discussing the various similar and contrasting moods, themes, and rhythms that pervade the selection
- . Considering a particular instrument that performs an essential function
- . Presenting background information on the composer and the reason or history for the musical composition
- . Occasional singing along
- . Extending the expression of the music by means of poetry and art.

We have studied many different types of music, but our favorites are folk songs, western music, opera, concert themes, and several selections especially prepared for children.



RAYs FROM THE BEACON - LUDLOW



THE BEACON PROGRAM

One and one-half years have elapsed since we launched our Beacon Program. During this time, we have made significant progress in many areas.

Our in-service program, led by our consultants, has given the staff an abundance of information, techniques, and guidance. Help has been practical and to the point. This year the program has been extended to include, besides the language arts, arithmetic and social studies.

Our literature program, led by our language arts teacher, continues to be a source of joy and a mine of information for our children. Similar to last year, selected films and stories are brought weekly to all of our children. Following the literature hour, teachers and children discuss the programs. Books containing the stories are supplied to classrooms so that the story can be shared and enjoyed again.

A variety of after-school activities continue to bring help and pleasure to a large group of children. Plans are about completed to add parent-led homework groups to these post-school activities. We take pride in the fact that the achievement of our children, especially in the language arts, is improving. Our entire school has been organized to permit children of similar reading abilities to work to-

gether. Two major reorganizations involving the reassignment of several hundred children have made closely-knit reading groups possible. Some children have advanced from three to five reading levels in one year. Many children have advanced two levels. A highly organized program, intensive in-service training, enthusiasm, leadership and hard work have in great measure been responsible for the success we have had.

Our school-community coordinators continue to actively encourage school-community enterprises. Their personal contacts with our parents have resulted in increased school-community understanding. Parents are now active in a helping capacity in the school. Groups of mothers have also visited Philadelphia's historical and cultural shrines.

The Ludlow Civic Association, developed with the help of our coordinators, continues to grow and promises to be a major factor in welding our community into an active and alert citizenry. The Civic Association, together with the Home and School Association, is working for: a Ludlow community evening school, a Ludlow cub scout pack, and a Ludlow Health and Safety Council.

LUDLOW AND THE LOCAL PRESS

After re-evaluating our aims for the preceding year in the Great Cities School Improvement Program, Mr. Green, our principal, and the Ludlow Beacon workshop team decided on a stronger community relations program for the coming year.

A "School News" column was planned in a neighborhood weekly, The Midtown Crier. Ida Ominsky, the columnist chosen, promptly called Mr. Snyder, the editor, and arranged for the space.

The first column, entitled "Ludlow News," appeared on September 7, 1961

before the opening of school. In this column the Beacon Program for the year 1961-1962 was thoroughly reviewed so that every family would understand the added advantages for their children. It was endeavored to establish a parent partnership relationship from the start.

The column made the parents feel that they were an important part of the school picture with a sincere invitation to visit, question, join efforts and make suggestions.

The editor has generously given front page coverage, and the column "Ludlow News" has become vital to the community, to the school, and to the newspaper. To date, twenty-nine columns have appeared. Some issues have carried two or three headlined newsworthy Ludlow School stories.

Children eagerly bring in weekly issues. Topics of the column form the basis of lively class discussions.

The Adult Citizenship Class, which was lagging, doubled its numbers after a column on Americanization. Most important, a liaison with a heterogeneous parent group has been established - a feeling of belonging has been accomplished.

From comments in and around the school, we know that the column is being read and translated. The community is aware of Ludlow's activity. School project meetings and campaigns are being given all-out support.

We have reason to believe that much of the advice is taken seriously. Many matters affecting family lives are given straight-from-the-shoulder treatment.

We feel that the column is helping to strengthen the ties between home and school in the Ludlow community.



EXPANDING HORIZONS

The Ludlow Travelers Club, composed of boys and girls from grades three to six inclusive, has grown and seems to thrive upon the children's interest in enjoying new experiences together. It originated in the spring of 1960 with a group of eight fourth grade children whose exceptional cooperation in the classroom and keen interest in social studies seemed to warrant some special application. A Saturday trip to Logan Square and the surrounding places of interest was planned and executed with great enthusiasm. A few hours spent in the Academy of Natural Sciences, followed by a guided tour through the Logan Square Library, sparked off a lasting interest in traveling together to see and know more about the world in which we live. A strong need was voiced in their unanimous request, "We must come back and see more!"

Then the Great Cities School Improvement Program, with its cultural enrichment program, came almost as an answer to the growing club's one great problem - transportation. With the use of the buses provided by the program in the fall of 1960, the club membership grew from eight to thirty-six members. A variety of trips, both on weekdays and Saturdays, were taken to meet educational, cultural, recreational and social needs of the group. Places of educational and historical interest were visited. Wholesome recreation was experienced through hikes on crisp autumn Saturdays with outdoor cooking as well as exciting hours of play and exercise at Smith's Playground in Fairmount Park. Wholesome entertainment was enjoyed when a bus load of children viewed the Walt Disney version of Victor Herbert's operetta "Babes in Toyland" on December 27, 1961. In November, 1961, a realistic travel experience was enjoyed by the children at a viewing of a movie, "Traveling in Modern Italy" at the University Museum. A trip to the United Nations in New York was a travel as well as an educational experi-

ence for a group of the club members. The scenery plus the novelty of travel on the Pennsylvania Railroad's tubular train - the Congressional Limited - was a taste of real travel that broadened their horizons.

Traveling and experiencing together seems not only to have widened the children's circle of friends, but to have strengthened family ties. The children have made friends and contacts with a variety of people as they travel about. In addition to the teacher, they have had other teachers, parents, student teachers, and friends of the regular teachers assisting, as well as their own peers, friends and relatives in other grades in the school. For instance, five brothers and sisters, including twins, attended "Babes in Toyland." They have met and have dealt with workers on: buses, trains, trolley cars, and subways; and in stores, in museums, and in cafeterias. Thus, they have gained a wider experience with and knowledge of people.

The original members of the club are now in the sixth grade and will soon move on to junior high school, but it is conceivable that their interest in people of all lands, places of interest, and cultural experiences will go with them. After all, that is the purpose of the club. However, the heartening fact is that their places will be filled by their sisters, their cousins, and their friends who have been their invited guests on past trips. The travelers are growing up, and their club will continue to grow also.



A NEW NEWSPAPER

After the Great Cities School Improvement Program got under way, there was so much activity at Ludlow School that it soon became apparent that Ludlow needed a medium for better communication within the school. In the spring of 1961, a news sheet was initiated to keep the teachers posted on current faculty happenings. This year the Beacon Beams is including all aspects of our professional activities as well as items of personal interest. It includes news of our school Beacon Program stemming from the Great Cities School Improvement Program. There are articles related to our in-service program as well as suggested classroom aids from various teachers. Comments are included from the office staff, classroom teachers and other school personnel, teacher aides, coordinators, as well as reactions from our Temple University student teachers. As the purpose of the paper is explained to interested persons and as news items are solicited, the content continues to grow. We are earnestly endeavoring to meet the need for communication through our Beacon Beams.

THE WIDER COMMUNITY

On December 12, 1961, the children in the Ludlow School kindergarten visited their counterparts at the Spruance School for an hour and a half. The special occasion was a Christmas party planned, executed, and thoroughly enjoyed by both classes.

The Ludlow children represent a mixed population of children who largely come from culturally deprived backgrounds. Many of them, at the time, could not communicate in English. Few of the children had ever visited places outside of their immediate neighborhood. The Spruance children are of average middle-class background. For most of them it was a first school

contact with a person of a different ethnic group or different socio-economic background.

Preparations at Ludlow were primarily of a non-material nature. The children had to be convinced that they were going to visit friends. Their first hesitant question was, "Miss Rauch, will they like us?"

Each child was given the name of a friend from the Spruance School several weeks prior to the trip. Learning the friend's name was a major accomplishment. For the Spruance child the difficulty in learning a strange name like "Renaldo" was equally matched with the trouble that one little bilingual Ludlow girl had in remembering the name "Bonnie." One day she came in pronouncing her friend's name "Bunnie," and the following day she was overheard talking about her friend, "Rabbit."

At Ludlow, the children baked cookies for their hosts. They learned a Spanish song which they later taught to the Spruance children. The Spruance children, on their part, planned an elaborate program of songs, games, foods, and dancing for their guests. Each child at Spruance saved money to buy his Ludlow friend a Christmas gift.

The actual event went off very smoothly. Each Spruance child saw to it that his friend was comfortable. He helped him undress and showed him around the room. Among themselves, completely uninhibited, the children discussed television, dolls, and brothers and sisters. Rena was particularly impressed by the paintings that the Spruance children had done. What amazed Nelida was that her friend also watched "Ben Casey." For Jeffrey, the thing he liked best about the trip was the bus driver. For Rosemary - it was the fact that she was getting a present which was just for her, not for all of her other brothers and sisters.

The following day, at Ludlow, the children were anxious to discuss

the trip. They talked about the gifts they had received. Several brought them in to show to the others. Many expressed the desire to give something in exchange. Other comments were: "When can we visit the Spruance School again?" "Did you see all the books they have?" "My friend showed me the doll corner." And again - "Do you think they liked us?" "Will they invite us again?"

The Spruance children had also had their world enlarged. "My friend Luz couldn't talk, but she smiled at me and understood what I told her to do." "Can we take them to the playground the next time?" "My friend was wearing a pretty pink dress." "I wish we could do it again." Horizons were widened for both groups.



GETTING AROUND IN SPANISH

Two fascinating after-school classes in Spanish conversation have been launched at Ludlow. One class of thirty-five consists primarily of sixth grade children. However, the class also includes eight children who come from grades two through five. The other class consists of eighteen of our professional staff. Each group meets once a week under the leadership of one of our gifted Spanish-speaking mothers, Mrs. Minerva Deane. Mrs. Deane, in addition to being our home and school association vice president, also devotes time to teaching Spanish to the Philadelphia Police.

SCALING THE PEAK-MCKINLEY



THE PEAK PROGRAM

The Great Cities School Improvement Program at the McKinley School has been named "The Peak Program." Representing the peak of Mt. McKinley, the highest point in continental United States, it seems appropriate that our children should aspire to reach this height in their educational and cultural growth.

The opportunity to participate in this project was accepted with great enthusiasm and interest by the school staff. The teachers were anxious to accept their responsibilities in carrying out the plans prepared by their representative planning team and to help implement the plans.

Especially welcome and beneficial has been the in-service work made available to these new and inexperienced teachers. It has provided for a revitalized approach to teaching and more effective methods of instruction. The teachers look forward to these informative sessions and appreciate the learnings which they in turn transmit to their children. Results have been most gratifying in both the children's responses and in results of their own work.

After testing all the children for determining reading abilities, the primary grades were grouped more homogeneously. The intermediate grades were organized into a reading

cycle which has proven to be very effective in providing greater ease of instruction and more success in achievement. The second testing period has substantiated the value of this arrangement.

Concentration on changing attitudes in more positive directions has resulted in a marked improvement in relationships among pupils, teachers, and parents. More parents are showing an interest in what is happening in school. After the second report period, parents were invited to conferences with teachers. The response was overwhelmingly gratifying. Parents were not only interested, but appreciative of the opportunity.

Children are showing greater respect for themselves and for others as more and more they begin to begin to realize the possibilities of growth in this program. Personal appearance has greatly improved as has care of personal property, and there is pride in successful achievement.

As the activities of the project continue and are extended, there is great promise that many of the objectives will be realized. McKinley School personnel are proud to do their utmost in raising the educational, cultural, and aspirational levels of their children.

INTRODUCTION TO CHILDREN

To initiate the Peak Program and to introduce it to the children, several teachers prepared a short skit which some of the children presented in the assemblies. Through this play, the Peak emblem was interpreted to the children together with the specific objectives which we hope to achieve. The children were then taught the words to our theme song called "Reach for the Peak," arranged

by several teachers as a parody to a melody familiar to the children.

We also adopted a poem written by one of our teachers which, too, reflects the theme of our program.

A display of the McKinley Peak emblem in each room, as well as in strategic places in the hallways, helps to keep the children aware of our purposes. The idea of reaching for the peak in all that they do is becoming more and more a part of the thoughts and actions of our children.



THE ECHO FROM THE PEAK

In order to involve the home, the school, and the community, we initiated the publication of a small newspaper so that everyone could be reached. We call it "The Echo." Through it we proclaim the objectives of the Peak Program and report on our activities. We plan to include contributions from students, teachers, and parents.

With the addition to our team of a Spanish-speaking school-community coordinator, Mr. Carlos Quinones, we hope to reach our rapidly growing Puerto Rican community by including a message in Spanish in each issue.

In our first issue we stated our purpose: to acquaint the community with the activities going on at McKinley, and also to share and reflect the thoughts and feelings of the community. We introduced the staff and included the objectives of the Peak Program. This issue was distributed in December and favorably received by the parents.

The second issue centered around the theme - After-School Activities.

It included a brief report of accomplishments or of future plans from each club or group. We hope that our modest publication is to be the spark which will keep our goals ever before us - the incentive needed to reach the Peak.

SOME CULTURAL EXPERIENCES

Good Music....

On Friday mornings at the assembly of the intermediate grades, the children enjoy a music appreciation period. Under the leadership of Mrs. Pauline Bernheimer, the children are acquainted with some of our famous classical music. After listening to the music, the children are told the story behind the composition, the name of the composer, and some interesting facts about him. The children have shown a strong interest in these programs and are learning to enjoy and recognize good music.

Famous Artists....

A display of art work by such famous artists as Picasso, Cezanne, and others have provided many opportunities for teachers to discuss appreciation of beauty and creative talent in art. In many cases, this display motivated creative art activities in classrooms. We have purchased a number of similar works of art for permanent display in our hallways.

African Rhythm Group....

On Saturday, November 18, Mrs. Roache and a group of children and parents visited the Commercial Museum for a program of African folk music and dancing. The program consisted of music and dances performed by Babatunde Olatunji and his percussion ensemble. Mr. Olatunji is from Nigeria and is in the United States working toward his doctorate at the University.

The children were introduced to the "Language of the Drums," as Mr. Olatunji demonstrated the various rhythmic patterns and their meanings.

Several children were given the opportunity of playing the drums themselves. Everyone joined in singing the African folk songs after they were made familiar with them.

The dances were graceful and the costumes were colorful. The children were thrilled when they were invited to dance the Flirtation Dance, one of the dances performed by the natives. Everyone who took the trip, not only enjoyed the program, but also learned something about the culture of the people from the second largest continent in the world.

AFTER-SCHOOL ACTIVITIES

The McKinley after-school activities program is designed to both provide opportunities for the discovery of latent talents and to offer help in areas of the curriculum where needs are felt. The activities include: a rhythm band, sponsored by Mrs. Anna Krupinsky and made up of third graders who have shown an interest in and aptitude for rhythm; a ballet group, led by Mrs. Sonya Grossman, which has attracted a most interesting group of girls who have shown remarkable progress (several performances have been enthusiastically received by audiences of children and parents); a chorus, directed by Mrs. Pauline Bernheimer and assisted by Mrs. Helen Niemann (who have often displayed their talents in assembly programs); and a resonator bell group, which is learning to play by the use of musical notation. Also included are: a handicraft club, sponsored by Miss Barbara Cohn, which provides an opportunity for girls to learn and to exercise skill in sewing, embroidery, and knitting; a science club, under the leadership of Miss Elaine Sherman, which has been delving into the mysteries of science through simple but exciting experiments, films, and visits; and a remedial arithmetic group taught by

Mrs. Dorothy Roache for children in grades four, five, and six, who need special help in basic fundamentals.

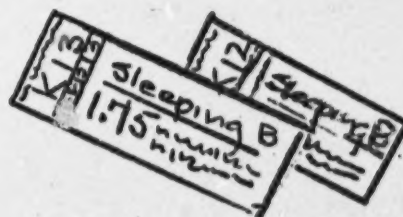
Our plans for the future include the creation of other educational and cultural activities if a need or intense interest is shown.

THE LIVING THEATER

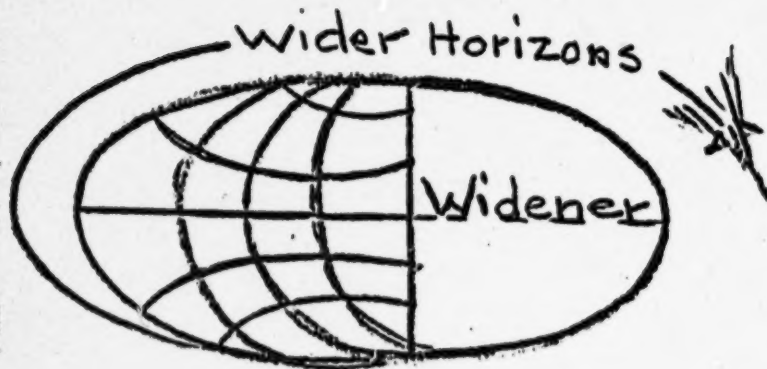
Our trip to the theater was the most exciting of cultural experiences. This was the first time that our boys and girls had witnessed a live performance by professional players. The Academy of Music with its vast stage, magnificent curtain, numerous balconies and elaborate decorations was for our children an awe-inspiring experience.

The original allotment of tickets for our school provided for only half of our enrichment group and created a problem of selection. The wise council of our Language Arts Consultant, however, directed us to Mrs. Joanne Ridpath of the Children's Theater. With her gracious help and the aid of the school fund, we obtained the needed tickets to admit the entire group.

Little motivation is needed for so interesting an activity. The opportunity for discussion of appropriate behavior and dress arose immediately. This also included the information as to location, history and pertinent facts about the Academy of Music. As to the follow-up activity—never were the children more effusive than in the evaluation and appraisal of both the content of the play and the quality of the performance. There was also spontaneous participation in critical thinking and appreciation, as well as the most enthusiastic response via written expression. This was indeed an "Enrichment Experience."



WIDENING HORIZONS - WIDENER



WIDER HORIZONS PROGRAM

Symbolized in the emblem depicting our school's mission as a participant in the Great Cities School Improvement Program is our search for a richer, fuller life through new experiences for our children.

In the summer of 1961, we joined seven other Philadelphia Public Schools for an all-out assault on the problem of seeing what could be done to help children who are handicapped educationally and culturally.

From this effort, we feel, will come an educational program designed to produce satisfactory results with culturally deprived children from schools in large metropolitan areas. Our program is already yielding dividends in terms of its aims. A new school spirit shows: some improvement in achievement, increased contacts with music, art, books and good literature, more contacts with places and people. Parent interest in children is better, too.

If our start has been a good one, it is because of the effort of teachers and parents working together. In this project we take pride in the knowledge that we are, in the final analysis, working with children to help build a better future.

H. J. WIDENER SCHOOL'S CHRISTMAS BOOK FAIR

Realizing that books are scarce in the homes of most of our children, we set out to bridge this gap by embarking on our initial Christmas Book Fair which was held at an opportune time for book giving.

After examining a profusion of books, the Book Committee finally decided to include a wide variety of titles to help capture the imagination and stimulate the many interests of the children.

The children eagerly brought their savings to school each day for about three weeks prior to the Fair. At the same time, an intensive publicity campaign was instituted which included, among other resources, a "plug" by a well-known television personality. Flyers were sent home to enlist parental co-operation, and a "Sandwich Man" paraded the yard to advertise the Fair.

Three days before the sale, the books were displayed in our large basement room. The room was turned into a book fairyland by our committee on arrangements and decorations. Into this warm, friendly atmosphere the children came to examine the books before final purchases were made. The sale was a tremendous success. Over 1600 books were sold.

The intangible learning experiences associated with this event cannot possibly be measured. However, one of the most rewarding dividends (and evaluation of this vital experience) was in the oft repeated question, "Are we going to have another Fair next year?"

Appreciation and praise are due to all of our interested teachers, the many parents who rallied to our call, and to the children who made the sale possible.



THE WIDENER NON-VERBAL GROUP

A reading inventory of Widener pupils showed that there were some children who had been in school one to two years and who had not shown any appreciable growth in reading.

After a non-verbal test, the eighteen lowest children were selected for special reading readiness instruction which was given daily from 10:45 a.m. until noon.

Since the children were deficient chiefly in verbal experience, the program activities were designed to familiarize them with and give them practice in elementary verbal behavior. Games for visual and auditory discrimination proved useful in teaching good listening habits. Experience chart reading, finger and action rhymes, reciting nursery rhymes, discussion of pictures, story telling and retelling, and learning of letters of the alphabet prepared the group to learn the words of the first pre-primer.

Results of the program are promising. All of the children show marked improvement in enunciation and the ability to express themselves. Nine have mastered the pre-primer words and can read from the book. A special assembly program for the group reflected the enthusiastic participation of all members.

THE LANGUAGE ARTS LABORATORY

At Widener we are endeavoring to widen the horizons of our children who have academic potential through writing, science, literature and geography. Our two enrichment groups, the literature group, and the science and geography group meet regularly in the language arts laboratory.

With these two groups we stress the development of desirable reading habits and an appreciation for good literature. We also make a great effort to develop vocabulary concepts, master the mechanics of writing, develop the ability to think through intelligent discussion, and to share what we produce.

The setting for our first literature unit with the enrichment group was the Middle Ages. To launch us into this project, we decided to visit the Art Museum. This proved to be a wise and timely decision. We were fortunate enough to be the first group to participate in an experiment - a new approach to museum teaching. Mrs. Myra Narbonne, the museum teacher, visited our school. With her, she brought materials from the museum and literally transformed our classroom into a room of medieval treasures. She prepared us for what we were actually going to see at the museum. Our group viewed slides of what they were to see at the museum. The children examined works of art from the medieval era. Mrs. Narbonne guided a stimulating discussion, skillfully introducing vocabulary and developing concepts. Then we visited the museum and saw the Medieval Room and all of the other things for which we had been prepared. This was truly an enriching experience for the youngsters.

AN EVALUATION OF THE IN-SERVICE LANGUAGE ARTS PROGRAM

The success and major responsibility of any teaching enterprise rests more on the classroom teacher than on any other person. She is the "keystone in the educational arch." Not only must she love, know, and understand children, but she must have command of the tools of her profession in order to inspire and stimulate them to achieve their greatest potential.

For us at Widener, an intensive program has been designed to help our staff increase its professional knowledge and ability in the area of meeting

the needs of the child of limited background. Under the dynamic and outstanding leadership of Miss Rita Ciotti and Miss Ida Kravitz, Language Arts Consultants, our in-service workshop sessions have been "stimulating and informative," "useful and inspiring," "invaluable," "flexible and adapted to the needs of our children," and last but not least, "enjoyable." These are only a few of the enthusiastic comments made on the value of the program to our school, but they are indicative of what the hard work and tremendous background of knowledge of our consultants has meant to the participants of the in-service program.

The in-service workshop has had something of value to offer each participant in his or her quest to better serve the needs of our children and raise their achievement level. For some, it has been a golden opportunity to sharpen their teaching tools by the new techniques and knowledge gained. For others, who have already been incorporating in their classroom teaching many of the fine ideas presented, it has served as a measure of reinforcement and encouragement. Everyone has been delighted with the additional materials given us which aid immeasurably in making teaching more interesting, varied, and purposeful. One of the greatest attributes of the workshop has been the feeling of security and togetherness it affords. One teacher conveyed the feelings of most of the participants when she said, "We have been able to discuss our specific problems freely and to get specific answers from expert leaders eager to help us, even if it meant additional research and 'homework' for them."

It is a difficult task that lies ahead as we aim toward Wider Horizons for our children, but with our consistent efforts and such remarkable consultants as we have to help us - how can we miss?



WIDER HEALTH HORIZONS

Health horizons have widened this fall term due to an intensified program planned by the Health and Welfare Committee with the guidance of the principal. This program highlights a different specific health topic each month. The program has brought many fine speakers, excellent films, other visual aids, and good publicity to the school. In conjunction with these, there has been continued emphasis by the entire staff upon the practice of good health rules daily.

The committee (school nurse, counselor, teachers, and community coordinator) planned together so that each member could help with the necessary follow-up. To date, there have been noteworthy results, such as: marked improvement in the general appearance and grooming of the children; sudden spurt in the purchase of health books at our recent Book Fair; better attendance at clinics showing parents have gained in understanding of our common goals. There has been a ninety per cent increase in attendance at the dental clinic. Parents are cooperating in increasing numbers with the school nurse toward correction of defects. The school nurse feels that there has been a new high in favorable parent-school relationships.

COUNSELING AS A PARTNERSHIP

The counseling service has been a vital force working toward helping children develop their total personalities to the fullest. As a result of the Wider Horizons Program, there has been a more effective "togetherness" on the part of the teachers, parents, and counseling teacher. This has helped to bring about positive changes in the attitudes and behavior of many of our children.

More teachers have shown an increasing awareness of and sensitivity to the problems of their children than ever before. They have made many referrals and worked most cooperatively with the counseling teacher in sharing information, evaluating progress, and planning future steps.

The counseling teacher, working with the school-community coordinator, has been able to reach for the first time a number of our resistant, hard core, oversized, underprivileged families. As a result, many of these parents have been helped to face up to their problems and to do something about them. Appropriate referrals have been made to health and welfare agencies. We are hopeful that this combined effort will continue to help more children and their parents with school and family problems.

AFTER SCHOOL ACTIVITIES

Widener School has embarked on an extensive after-school program to help raise the cultural and academic levels of the children. Our Great Cities School Improvement Program team met early in September to outline the specific needs of the children academically and culturally. The objectives outlined at the meeting were then sent to the faculty for evaluation, who then selected clubs and activities to meet those objectives.

We have at this time a Senior Glee Club of forty voices that meets three days a week and a Junior Glee Club of twenty voices that meets twice a week. We have also established classes in arithmetic, reading, bells, literature appreciation, homework, and creative art. Children are urged to attend regularly, and many of them are now giving evidence of positive growth, helped along by our after-school program.

Looking toward the future, we plan to show the progress being made by the children through exhibits of their work and through assembly programs. We have had the musical groups perform, and we plan for more performances in the future. We hope, also, to start intervisitation and the exchanging of programs with other schools. We are striving for continuous growth in our children, and we feel that our after-school program plays an important part in aiding that growth.

EXPANDING OUR CULTURAL HORIZONS

We, at Widener, have long realized the need for expanding the cultural horizons of our children. A few years ago, we began doing something about it: -

In Music.....

The Sheppard School Orchestra was invited to play at Widener. This program was so well received by the children that the invitation has been extended each year. We invited other professional musical groups to perform, such as the Young Audiences group. Faculty members, their friends and relatives, and parents have willingly given of their talents to widen the musical horizons of our children.

In Dramatics.....

Since most of our children had never been to the theater, arrangements were made with the Harrison School to see two plays: "Isle of Plume" by the Junior League Players

and "Daniel Boone and the Indian Princess" by the Mae Desmond Children's Theater.

In Art.....

In the fall of 1960, Jack Bookbinder, Director of the Division of Art Education, presented the J. J. Widener School with an original oil painting by Marian D. Harris. This initiated an art project that has grown tremendously. Mr. D'Angelo, our principal, asked our home and school association to purchase reproductions of famous paintings to beautify our school. While we were waiting for the reproductions to be purchased and framed, Mr. Harry Bonelli, Art Supervisor, suggested that Mrs. Muriel Easton, a faculty member, exhibit her own paintings. Mrs. Myra Narbonne, Division of Art Education, spoke to our enrichment class to prepare them for a trip to the Art Museum. Mrs. Marguerite Walter, Assistant Director, Division of Art Education, lent our school a group of selected reproductions, which she introduced in a very fine assembly program. It increased our appreciation of the pictures which were lent as well as the reproductions we purchased.

We are aiming to display each month the work of a different artist as well as the arts and crafts of children. We are also trying to arrange with the Philadelphia Museum

College of Art for the display of student artists' work with a staff member of the college to come to speak in an assembly about the display.

SATURDAY ENRICHMENT TRIPS

The Saturday enrichment trips have been a rewarding experience for our children, helping them to grow socially, culturally, as well as educationally; bringing a greater awareness of the resources of their community and a greater appreciation of the world about them.

The children have taken many trips but the trip that was the highlight for them all was the tour of the United States Naval Base. Here the children were allowed to descend into the hatch of a submarine - a thrilling experience! To top the day's trip, the group went to the International Airport, where they were lucky enough to arrive in time to see the Philadelphia Eagles football team as they prepared to board their plane for Detroit.

All in all, we feel that the Saturday enrichment trips have resulted in an eager desire for learning and sharing among the children. The children and teachers are awaiting the remaining trips for the school year with eager anticipation.

Music Festival

Ford Foundation Project
Harrison Auditorium

June 12, 1962 10 A.M

Producer - Dr. Carlton Lake

THE EAGLE SOARS - WANAMAKER



THE EAGLE PROGRAM

The basic purpose of the project at the Wanamaker Junior High School is to help pupils become more effective learners with increased capabilities for making positive contributions to our society. Many factors in the community work against the attainment of this end.

The added services provided through the school's participation in the project, however, have stimulated a variety of professional activities which have made inroads upon the negative influences.

The concern by the faculty for the improvement of the self-image which many adolescent youths in the school have, and the use of a number of planned experiences by individuals and groups of teachers are described in the items which follow.

The dedication and interest of many members of the faculty form the backbone of steady achievement being made at Wanamaker.

SELF-IMAGE PROGRAM

Mr. Marcus A. Foster, principal of the Dunbar Elementary School, was invited to address the Wanamaker staff on "Self-Image," as one of the initial steps in launching this phase of the Wanamaker Eagle Program. The address aroused profound interest on the part of the faculty.

Another step in initiating the program was a series of meetings, called by the principal, including department chairmen and sponsors of various school activities. They planned a program involving all aspects of the school's curriculum. Some department chairmen compiled lists of outstanding Negroes and their contributions as related to various subject areas. It was suggested to teachers in these subject areas that they include information about Negroes, along with the contributions of other racial or ethnic groups, in their regular lesson plans.

Teachers were encouraged to plan bulletin boards to help pupils in improvement of self-image. A mathematics teacher planned a project called "Mathematics at Work." Persons who live in the community were invited to speak to the mathematics classes on how mathematics is used in their various vocations. Contacts were made through the school-community coordinator. To date, a real estate broker, a lawyer, and a beautician have visited the classes. One housewife has also spoken to the group.

The eighth and ninth grade career conferences presented to the pupils people of all groups who fill key positions in government and business organizations in the city.

Mrs. Edythe H. Ingraham, principal of the Elverson Elementary School, was invited to speak to a class group concerning their racial heritage. This was of tremendous value in helping the pupils to think more highly of themselves. They are now able to discuss objectively subjects that include the word "Negro," even with the majority group.

Though the surface has been barely scratched, the endeavor to include the self-image aspect of the program as a normal part of the curriculum will continue.



A GUEST FROM FRANCE

During February, the three French Clubs at Wanamaker and the Word Derivation Club enjoyed a delightfully informative talk by Mrs. Charlotte Coty, a native of France. Mrs. Coty exhibited great charm and personality. Her warmth and informal presentation captivated the interest of every student. She conveyed knowledge of various aspects of the city of Paris; its geographic location, rivers important to the lives of the people, Montmartre and the great cathedrals; various customs; the artists' locale; and the meaning of some French expressions. She compared and contrasted the schools of France with our own. She explained attitudes and activities of teenagers and parental attitudes toward them.

A stimulating question and answer period followed her remarks. It was a rewarding cultural experience for students and teachers.

Following the club period, Mrs. Coty met many of the teachers throughout the school. Several teachers conversed with her in French. She left with Miss Bankhead the words of a French song for the students to learn. Mrs. Coty also made a tape of the song so that the pupils could learn the melody.

Mrs. Coty promised to send a French language book to our school library. She plans to return with a French film. We look forward to her next visit.

A VISIT WITH KING TUT

Mrs. Bullock, chairman of the Social Studies Department, and a ninth grade class visited the King Tut display at the University Museum. The visit grew out of a classroom discussion in world history of early civilizations. At the time of the visit, the museum was filming pictures to be shown in Egypt. Mrs. Bullock's pupils were included in the film.

The pupils prepared a special bulletin board as a result of this visit, and they have used the material to report and share with other classes.

IMPROVING NEIGHBORHOOD APPEARANCE

Mr. Pratt, sponsor of the Wanamaker Floriculture Club, met at the home of Mrs. Adams as a consultant with a group of parents who were interested in improving the appearance of their neighborhood through the use of plants and flowers.

PARENTS' MEETING

February 8, 1962, marked the second annual meeting of teachers and parents of potentially academic pupils.

The meeting was attended by approximately one hundred parents who showed great interest in their children's educational progress. The program began with introductory remarks by Mr. Orth, the principal. Most of the evening was devoted to conferences with teachers in the various subject areas and with the counselors and the school nurse.

The meeting was concluded by a panel discussion on "How I Help My Child at Home." The panel was composed of parents and teachers.

Before adjournment, several parents volunteered to serve on a parents' enrichment committee to aid the school with its program and to encourage par-

ents to plan excursion activities for their families.

The conference was planned by the faculty committee on potentially academic pupils of which Mr. James O. Gladden is the chairman. They were assisted by Mrs. A. Young, sponsor of the Wanamaker Home and School Association, and Mrs. Laura Evans, School-Community Coordinator.

This faculty committee has made provisions for "team" planning by the subject area teachers of the potentially academic pupils. Their activities will include all phases of guidance and teaching. For example - the science teachers' team will be concerned with pupil progress in science, improved teaching, and enrichment.

A VISITOR FROM KENYA

Mr. Venantio K. Kabachia, a native of Kenya, Africa, who is presently a student at LaSalle College, was invited by Mr. Carney to speak to the seventh grade forum. Mr. Kabachia compared education here with that in Kenya. He spoke of the many opportunities at Wanamaker Junior High School and stressed the importance of our children taking advantage of the program offered to them. The last few minutes of the meeting were spent on questions and answers. Incidentally, he said that our auditorium was the most beautiful one he has ever seen.

LEARNING TO PLAY THE ORGAN

At the present time there are twenty-five pupils of the John Wanamaker Junior High School taking organ lessons. A Baldwin organ was supplied to each of the project schools having an auditorium by the Division of Music in December, and pupils from each of the grade levels were selected to receive the Pointer Organ Course.

Last month three students: Cassandra Sama, George Burton, and Ronald Dixon won scholarships to study organ at the Settlement Music School. This was a competitive examination given to organ students throughout the city. Wanamaker was the only school in the city to win three scholarships.

At the present time the organ class at Wanamaker is progressing exceptionally well. The pupils come daily for organ instruction before school and perform for school assemblies and evening programs. None of the students had ever taken organ lessons before and many had no previous music training prior to their initiation to the organ course.

Our organ group is most enthusiastic, works hard, comes on time to lessons and shows a great deal of skill. The parents of one of the organ students presented her with an organ at Christmastime - an exact duplicate of the one used at Wanamaker. Our membership in the project helped us to obtain the organ. It has been a most worthwhile project dividend.



FOCUS ON NEW TEACHERS

The variety of requests for help which come from the new teachers whom we have known for more than a year suggests that these teachers are beginning to recognize their own strengths and needs. When a third grade teacher eagerly seeks aid in tackling group writing and the production of a play, when she is able to identify problems or needed lines of development and is capitalizing upon a vital technique with purpose and endless possibilities, then she has begun to realize the importance of certain skills and information and, at the same time, is cognizant of a responsibility for interested learning. The essential business of providing and improving conditions for learning has sparked her imagination, and she wants her children to tingle with inventiveness. Her growing knowledge of the forces exerted by socio-cultural conditions guides her to teach creatively. Pupils and teacher together find better ways to work. They discover knowledge. They enjoy an atmosphere where each pupil is recognized by all classmates for his responsibility and his contributions to the group. The tone of this classroom is conducive to learning.

It is equally rewarding to have a teacher, one of a few months' experience, share her growing pains as she begins to talk about specifics. Her willingness to secure books and pictures from libraries, to make devices at home, to try to analyze unsatisfactory progress and to search for other approaches indicate that she finds the extended hand of the consulting teacher a friendly, understanding, helping, and encouraging hand.

It is difficult to convey the degree of growth in quality in the performance of our new teachers. Progress is due to the full impact of combined efforts. We grow together - pupils, teachers, and consultants.

Edna W. Griffin
Consulting Teacher

POINT OF VIEW

As a generalist, it has been especially valuable and rewarding to be able to relate years of experience in the social studies curriculum area to the task of training new teachers. The questions the new appointees ask are many and varied. Most often, however, they ask about method. When answers are supplied along with the promise of frequent, regular visits by the consulting teacher, who will help with classroom management, with records, with planning, programming and resources, the delight and relief in voice and eyes are clearly evident.

This delight is increased when the neophytes are told of the extent of the expert help that is available to them: the language arts consultants for help with reading and all phases of the language arts; weekly in-service training periods; the language arts center and laboratory teacher for additional resource material and demonstrations; the principal and the school-community coordinator for home contacts. As the realization of this help grows, so grow feelings of assurance, and the new teachers are well started on their way - eager, receptive, and grateful.

Alice C. Spotwood
Consulting Teacher

READING WORKSHOPS

As a part of the in-service program in the teaching of reading, a series of workshops in the preparation and use of independent reading activities were held in the elementary schools of the project throughout the month of March. Individual and joint faculty meetings provided a two-hour workshop session during which the teachers attending had an opportunity to examine and to make a variety of activities designed to provide practice in the skills of word recognition and comprehension.

The workshop sessions opened with a presentation and discussion of a collection of independent reading activities prepared and published by Miss Ida Kravitz and Miss Rita Ciotti, Language Arts Consultants. The ideas presented in the brochure were demonstrated and extended by means of an exhibit of prepared activities and materials.

The exhibit included samples of independent activities at the primary and intermediate grade levels. One section of the display showed teachers how to use workbook pages and related materials, such as the Weekly Reader, in a new and creative way. Another segment of the exhibit presented the commercial materials available and gave teachers new ideas on how to use the supplementary literature and content texts. The final phase of the exhibit suggested ways by which written expression grows as an enrichment outcome of the reading program.

The workshop sessions concluded with a "do-it-yourself" period in which the teachers made one or more of the activities presented.

Each participant returned to his or her classroom with some new ideas and a new spirit that comes from a session of working and learning together.

Rita Ciotti
Language Arts Consultant

As we approach the final months of the second year of the Great Cities School Improvement Program for the child of limited background, we look for indications that our initial basic assumptions have had validity. Important among these was the belief that we could raise the scholastic achievement levels of the disadvantaged child.

Taking into consideration our intensive in-service training program for teachers and our experimentation with class organization, materials and techniques in the language arts areas, we have been hoping for evidences of definite growth. Our testing program is as yet incomplete. However, indications of positive gain (as discovered by our own checking and as reported by teachers), especially in reading and spelling, have been most gratifying.

Teacher interest has remained high. The spirit of dedication, which blossomed in our fertile grounds, has remained with us. Our many visitors have almost uniformly reported sensing a "wonderful feeling of purpose," a feeling that they had visited schools "that were going somewhere." May we continue to move forward in the coming year.

Ida Kravitz
Language Arts Consultant

A SCHOOL-COMMUNITY RELATIONS OFFICE PUBLICATION
RITA CIOTTI - IDA KRAVITZ, EDITORS
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